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AUTHOR Ellis, Michael V.; And Others
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ABSTRACT

A study was conducted which continued the investigation of the underlying structure of supervision by empirically testing Bernard's (1979) model of supervision using a confirmatory multidimensional scaling paradigm. To accomplish this, counselor trainees' perceptions of the underlying structure (dimensionality or cognitive map) of supervision were compared to the three-dimensional cognitive map Ellis and Dell (in press) found for supervisors. Subjects (n=15) were doctoral students in a counseling psychology program. Nine stimuli resulting from combining three supervisor roles with the three supervisor functions were derived from Bernard's model of supervision. Subjects made paired comparison ratings for perceived dissimilarity of the nine supervisor-role stimuli on a nine-point scale ranging from very similar to very dissimilar. Stimuli were rated on bipolar attribute scales. A remarkably good fit was found between the trainees' perceptions and the cognitive map used by supervisors. The first dimension used by trainees could be construed as a process-personalization-conceptualization continuum identical to Ellis and Dell's model and consistent with Bernard's second dimension of supervisor function. The second dimension apeared to be bipolar, resembling somewhat the single dimension postulated by Lettrell et al. (1979). The third dimension appeared bipolar also, contrasting emotional, supportive supervision of competent trainees with cognitive-behavioral, evaluative supervision of neophyte trainees. References, tables, and figures are provided. (ABL)

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The Dimensionality of Supervisor Roles: Counselor Trainees' Perceptions of Supervision

Michael V. Ellis

Department of Counseling Psychology

State University of New York at Albany

Don M. Dell and Glenn E. Good

Ohio State University

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The Dimensionality of Supervisor Roles: Counselor Trainees' Perceptions of Supervision

Researchers have recently begun to test empirically a few of the many available models of supervision (Russell, Crimmings, & Lent, 1984). Hogan's (1984) developmental model of supervision has received some validation (e.g., Heppner & Roehlke, 1984; Reising & Daniels, 1983) as has Stoltenberg's (1981) Counselor Complexity Model (e.g., McNeill, Stoltenberg, & Pierce, 1985; Wiley, 1982). Although Ellis and Dell (in press) found only minimal empirical support for Littrell, Lee-Borden, and Lorenz's (1979) developmental model of supervision, their results partially validated Bernard's (1979) Discrimination Model. Thus, relatively few models of supervision have been explicitly investigated. More importantly, the empirical evidence suggests that the current models of supervision are deficient in comprehensively explaining the supervision of counselor trainees (Ellis & Dell, in press; Heppner & Roehlke, 1984).

The purpose of the present study was to continue in the investigation of the underlying structure of suprvision by empirically testing Bernard's (1979) model of supervision using a confirmatory MDS paradigm. To accomplish this, counselor trainees' perceptions of the underlying structure (dimensionality or cognitive map) of supervison were compared to the three

dimensional cognitive map Ellis and Dell (in press) found for supervisors. Because this study is an extension of the work of Ellis and Dell, their study will be described.

In that study, the researchers investigated the underlying structure or dimensionality of supervision as perceived by practicing supervisors from a theoretical and confirmatory position (versus exploratory). Bernard's (1979) two dimensional model and Littrell et al.'s (1979) unidimensional, developmental model clearly specified both the content and number of underlying dimensions of supervision. Bernard proposed two dimensions: supervisor roles (teacher, counselor, and consultant) and functions of supervision (to develop the trainees' process skills, conceptualization skills, and personalization skills). Littrell et al. described a four stage model emphasizing supervisor roles (facilitator, teacher/counselor, consultant, and self-supervisor). They proposed a single dimension of control or resonsibility for structure in supervision that shifts from the supervisor to the trainee as the trainee becomes increasingly competent. Specification of the dimensions was necessary to empirically test the two models using a confirmatory multidimensional scaling (MDS) paradigm.

The nine stimuli used in the study were derived from Bernard's model by combining the three supervisor roles with three functions of supervision (process, conceptualization, and

personalization). The stimuli were compatible with both models because the two models share an emphasis on supervisor roles. Supervisors had varying levels of experience as supervisors of counselor trainees and worked with pre-practicum to post-internship counselor trainees.

The MDS solution that emerged from Ellis and Dell's study revealed three dimensions. That is, a three-dimensional cognitive map emerged that supervisors used to think about supervision. The first dimension was interpreted as contrasting the supervision functions of process versus conceptualization and as behavioral versus non-behavioral. The second dimension contrasted the supervisor role of consultant with the combined roles of teacher and counselor. Alternative interpretations of the second dimension were based upon who structures the supervision interaction and who has power in it in terms of supervisor versus trainee. The third dimension was interpreted as cognitive versus emotional and non-supportive versus supportive.

The results of the Ellis and Dell study provided little support for Littrel et al.'s developmental model. Supervisors did, however, perceive the roles of teacher and counselor as similar yet distinct from the role of consultant. They found some support for Bernard's model. Two dimensions were found to relate to supervisor roles and functions. The supervisor roles

of counselor and teacher were not differentiated as proposed by Bernard. Probably the most important finding was that three dimensions were necessary to account for supervisors' perceptions of supervision.

As Ellis and Dell noted, the study was not without limitations. Given the ratio of the number of stimuli to the number of dimensions, the MDS solution may not be stable. Replicating the study with another sample would make substantial progress in finding the stable and reliable structure that underlies supervision. Obtaining counselor trainees' perceptions of the underlying structure of supervision could prove bountiful, especially in comparison to the structure of supervision found by Ellis and Dell. To date, several studies have found that counselor trainees' perceptions of supervision did not match supervisors' perceptions (e.g., Heppner & Roehlke, 1984; Reising & Daniels, 1983; Worthington & Stern, 1985). Based upon this research, the cognitive map used by trainees when making judgments about supervision would not correspond to the map used by supervisors. Thus, the present study was undertaken in part to determine the cognitive map counselor trainees use in their perceptions of supervision and if their perceptions differ from the supervisors' perceptions determined by Ellis and Dell (in press).

Method

Participants

Twenty-five student counselors enrolled in a Ph.D. program in counseling psychology at a large midwestern university were invited to participate in the study. Ten female and five male students volunteered to participate. The mean age of the fifteen participants was 28.7 years (SD = 6.58). The participants' average year in the program was 3.87 (SD = 1.19) with 80% of the participants having completed their master's degree in psychology. At the time of the study, participants were seeing an average of 7.29 (SD = 4.48) clients per week. Sixty percent of the participants were doing their clinical work at a university or college counseling center; 20% at a community mental health clinic, 13.3% at the departmental training clinic; and 6.7% at a Veterans Administration hospital. The predominate reason given by those students declining to participate was the lack of available time to complete the questionnaire materials. Attrition was balanced across sex and year in the program.

Stimuli. The nine stimuli used in this study were derived from Bernard's (1979) model of supervision (see Ellis & Dell, in press, for a complete description). Specifically, the nine stimuli resulted from combining each of the three supervisor roles with the three supervisor functions. The stimuli are presented in Table 1. Using a formula from Davison (1983), the

MDS design required a minimum sample size of 15 participants to ensure a stable three dimensional solution with nine stimuli.

Procedure. Questionnaire packets were mailed to 25 student counselors. Each packet contained a letter soliciting volunteer participation, instructions, a demographic questionnaire, definitions of the nine stimuli, and the scaline questionnaire. The scaling questionnaire was generated by the Jiffy Scale computer program (Cohen & Davison, 1980) which controls for sequencing effects.

Participants made paired comparison ratings for perceived dissimilarity of the nine supervisor role stimuli. The 36 pairs of stimuli were judged along a 9-point scale ranging from very similar (1) to very dissimilar (9). Participants also rated each of the nine stimuli on ten attributes. These attribute rating scales used a 9-point bipolar Likert-type scale and will be referred to as bipolar attribute scales. The positive poles of the ten attribute rating scales were (a) extremely cognitive, (b) extremely emotional, (c) extremely behavioral, (d) extremely supportive, (e) extremely evaluative, (f) extremely confrontive, (g) extremely critical to effective supervision, (h) extremely characteristic of supervision with a competent (versus neophyte) trainee, (i) supervisor (versus trainee) structures supervison, and (j) supervisor (versus trainee) has power/authority. The scaling questionnaires were identical to the ones used by Ellis

and Dell (in press) except for the addition of four bipolar attribute scales, i.e., e, f, g, and h above. These four bipolar attribute scales were addec to facilitate interpretation of the stimulus configuration (see Kruskal & Wish, 1978).

Results

Given the ex post facto design of this study, some additional descriptive information is presented. The distribution of the counselor trainees' orientation to counseling was 63.3% eclectic, 13.3% eclectic feminist, 13.3% gestalt, 13.3% cognitive behavioral, 6.7% eclectic cognitive, and 6.7% systemic. The trainees identified their supervisors' orientation to counseling as eclectic (60%), eclectic feminist (6.7%), eclectic gestalt (6.7%), eclectic cognitive behavioral (6.7%), cognitive (6.7%), or behavioral (6.7%). For 80% of the trainees their current supervisor was a licensed psychologist who was either counseling psychology faculty (33.3%) or a staff psychologist (46.7%). The remaining trainees' supervisors (20%) were master's level counseling psychology students who had completed their predoctoral internship. Forty-eight percent of the trainees reported completing one or two courses in supervising counselor trainees. Twenty-seven percent had attended one or two workshops on counselor supervision. Two thirds of the participants had experience supervising counselor trainees (Mdn = 5.0 months).

A confirmatory MDS analysis was performed using INDSCAL (Carrol & Chang, 1970), a metric individual differences MDS program. The INDSCAL procedure generates an overall stimulus configuration plus dimenisonal weights for each matrix of dissimilarity judgments input to the program. To conduct the confirmatory MDS analysis, the averaged dissimilarity ratings of the nine supervisor role stimuli were fit into the three dimensional group stimulus space derived by Ellis and Dell (in press). That is, the stimulus coordinates in three dimensions remained fixed while solving for the averaged trainee's dimensional weights.

The degree of fit of the trainees' judgments to the supervisors' "cognitive map" of supervision was assessed by three indices for INDSCAL; the correlation of the trainees' proximity or original data and the computed spatial distances ($\underline{r}_{y\hat{y}}$), the normalized residual variance ($1-r^2$), and an error term. All three indices of fit indicated a very good fit: $\underline{r}_{y\hat{y}} = .946$, $1-\underline{r}^2 = .105$, and error = .105. Thus, the supervisors' stimulus space accounted for a little less than 90% of the variance in the trainees judgments of the same nine stimuli. The correlation of the trainees' original data with the computed distances in the fixed stimulus space for each individual participant provided further support for a good fit. The correlations ($\underline{r}_{y\hat{y}}$) reported in Table 2 range between .61 and .82. Table 2 also contains the dimensonal weights for each participant.

No reliable differences were found among the participants' use of dimensions (dimensional weights) on the basis of the year in the doctoral program, sex, age, orientation to therapy, or number of supervisors with whom they had worked. The dimension weights for the averaged trainee data were .37, .40, and .76 for Dimensions 1 to 3 respectively. The magnitude of the weights reflected that the average trainees used Dimension 3 more than Dimension 1 or 2 with the latter two dimensions used to approximately the same extent.

Interpretations of the spatial configuration were adduced from (a) subjective inspection of the stimuli within the stimulus map, (b) correlations of the dimensions and bipolar scales, and (c) the trainees' self-reported importance of several plausible dimensions for their dissimilarity judgments. Subjective interpretations of the stimulus configuration were the same as those reported by Ellis and Dell (in press) because the stimulus configuration itself remained unchanged. Subjective interpretations included inspection both of the grouping of the stimuli as well as the ordering of stimuli along each dimension.

To facilitate an objective interpretation of the underlying structure of the trainees' judgments of supervision, the participants rated the nine stimuli on ten bipolar attribute scales (e.g., <u>not at all cognitive</u> versus <u>extremely cognitive</u>). The means and standard deviations for the bipolar scales are

presented in Table 3. To provide objective interpretations of the dimensions, the coordinates of the nine stimuli on one dimension were correlated with the mean ratings of the stimuli on a given bipolar scale. The resulting thirty correlations are presented in Table 4. One should note that the stimulus configuration generated by INDSCAL is not rotatable except for rare situations (see Davison, 1983). Hence, correlating the dimensions with the bipolar scales provided a useful and parsimonious interpretation of the stimulus space. Ideally, according to Davison, a bipolar scale should be correlated greater than $\underline{r}$ = .70 with one dimension and be uncorrelated with the other dimensions. Perusal of Table 4 revealed that each bipolar scale correlated significantly with only one dimension, although they were not completely uncorrelated with either of the other two dimensions. Type I error was controlled by reducing alpha to .03. Thus, one of the thirty correlations could have reached statistical significance by chance alone.

Trainee participants also rated how important 14 bipolar dimensions were for them when making their dissimilarity judgments. The means and standard deviations for the 14 plausible dimensions appear in Table 5. The self-reported importance of the plausible dimensions provided corroborating support for interpreting the trainees' use of the stimulus configuration.

The interpreted stimulus configuration is presented in Figures 1 to 3. For the first dimension, none of the bipolar attribute scales correlated significantly. The subjective inspection of this dimension suggested a process-personalization-conceptualization continuum. That is, Bernard's (1979) supervision functions of process and conceptualization anchored the two ends of Dimension 1 with personalization lying in between. The trainees rated the dimensions contrasting process, personalization, and conceptualization as important criteria when making dissimilarity judgments (see Table 5). This plus the trainees' weight on Dimension 1 (.37) indicated that trainees distinguished among the stimuli using a process versus conceptualization dimension and to about the same extent as did supervisors.

Subjective examination of the ordering of stimuli along the second dimension suggested a contrast between the supervisor role of consultant versus the roles of teacher and counselor combined. This is particularly intriguing in light of the dimensions the trainees reported as most important when making judgments among stimuli. The "Teacher vs. Counselor" ($\underline{M}$ = 7.4, $\underline{SD}$ = 1.89) dimension was rated more important than either the "Teacher vs. Consultant" ($\underline{M}$ = 5.93, $\underline{SD}$ = 1.39) or "Consultant vs. Counselor" ($\underline{M}$ = 7.07, $\underline{SD}$ = 1.53) dimensions. Yet, the stimulus configuration reflected a greater differentiation between the

role of consultant and the combined roles of teacher and counselor.

Four of the bipolar attribute scales were correlated significantly with Dimension 2. The positive poles of the four scales were: Extremely Confrontive, Extremely Critical to Effective Supervision, Supervisor (versus Trainee) Structures Supervision, and Supervisor (versus Trainee) has the Power/Authority. Surveying Dimension 2 in Figures 1 and 3 revealed an intuitive yet interesting pattern. Dimension 2 appeared to contrast the non-confrontive supervisor role of consultant where the trainee has the power/authority and structures what occurs in supervision with the combined confrontive roles of teacher and supervisor where the supervisor has the power and authority and provides the structure to supervision. The interesting aspect was the trainees' perception that the non-confrontive consultant supervisor role was not considered as important to effective supervision as the more confrontive supervisor roles of teacher and counselor.

The third dimension did not have any obvious subjective interpretations other than those supported by objective data. Six correlations between bipolar attribute scales and the third dimension reached statistical significance (i.e., extremely cognitive, extremely emotional, extremely behavioral, extremely supportive, extremely evaluative, and extremely competent (versus

neophyte) trainee). As depicted in Figures 2 and 3, Dimension 3 had objective interpretations of emotional versus cognitive and behavoral, supportive versus evaluative, and competent versus neophyte trainee. According to this dimension, supervision with neophyte trainees was perceived as cognitive, behavioral, and evaluative, whereas supervising extremely competent trainees tended to be perceived as supportive, emotional, and non-evaluative. Some caution is warranted in using the correlations of dimensions with the bipolar scales as only one scale (extremely behavioral) was correlated with just one dimension.

Discussion

We began the study with a number of enticing questions. To wit: Was the structure of supervision found by Ellis and Dell (in press) stable and replicable? What is the underlying structure of supervision as perceived by counselor trainees? How well does the stimulus configuration for supervisors fit counselor trainees' judgments about the same supervisor role stimuli? To what extent do current models of supervision account for the dimensions supervisors and trainees use when thinking about supervision? In order to answer these questions, counselor trainees made pairwise comparisons using the same stimuli as did Ellis and Dell. Results from the confirmatory MDS analysis found a remarkably good fit of the trainees' perceptions to the

cognitive map used by supervisors. That is, all the goodness of fit measures indicated that both supervisors and trainees use the same cognitive map of supervision.

In terms of assessing the underlying structure of supervision, a clear picture of the dimensions used by trainees emerged. The first dimension can be construed as a process-personalization-conceptualization continuum. This interpretation is identical to Ellis and Dell and is the only dimension clearly consistent with Bernard's (1979) second dimension of supervision function. However, Bernard does not postulate a sequencing or ordering among the three supervision functions along the dimension.

A more comprehensive understanding of the second dimension was illuminated by the results of this study. The second dimension appears to be bipolar. At one pole, the combined supervisor roles of teacher and counselor where the supervisor has the power and structures what occurs in supervision are perceived as confrontive and critically important to effective supervision. This pole is contrasted to the nonconfrontive consultant supervisor role where the trainee has the power and structures supervision. The latter pole is not perceived by trainees to be critically important to effective supervision. This interpretation provides a more eloquent understanding of the second dimension than the analogous interpretation given by Ellis

and Dell. In fact, the only bipolar attribute that correlated significantly with Dimension 2 in the Ellis and Dell study was supervisor versus trainee has the power and authority (r = -.72, $p < .03$).

The second dimension somewhat resembles the single dimension postulated by Littrell et al. (1979) in their developmental model of supervision. They proposed a continuum of supervisor versus trainee responsibility for structuring supervision that parallels the trainees' developing level of professional competence. In their model the supervisor roles of counselor and teacher are combined in one stage with the consultant role in a subsequent stage of supervision. Littrell et al. do not address the confrontive aspects of the supervisor roles or the relative importance of the various roles and stages to effective supervision.

The results of the present study provide a more crystallized conceptualization for the third dimension of the stimulus configuration. As with the second dimension, Dimension 3 appears bipolar, contrasting emotional, supportive supervision with competent trainees versus cognitive-behavioral, evaluative supervision of neophyte trainees. The interpretation of Dimension 3 from Ellis and Dell is encompassed by the current objective interpretration. In fact, the present interpretation appears cleaner and clearer.

The model of supervisory process developed by Bernard (1979) is partially supported by the results of this study. As previously indicated, Dimension 1 delineates the three supervision functions of process, personalization, and conceptualization. Although the second dimension pertains to supervisor roles, the three roles are not equally differentiated from one another. Given that three dimensions are necessary to account for trainees' and supervisors' perceptions of supervision, Bernard's two dimensional model is deficient in comprehensively explaining the supervision of counselor trainees.

The three underlying dimensions of supervision found here seem to be represented, at least in part, by other models of supervision. For example, Stoltenberg's (1981) Counselor Complexity Model portrays the changes necessary in supervision to accommodate the trainees' development. The changes Stoltenberg depicts focus on modifying the extent and amount the supervisor structures supervision as the trainee becomes more competent which is consistent with Dimensions 2 and 3. The supervisor appears to move from the role of teacher, to counselor, and then to consultant as the trainee progresses from Stages 1 to 3 respectively. As with Bernard's (1979) model, the roles of teacher and counselor are not differentiated here. Stoltenberg also emphasized the importance of support in the first two stages. In light of the results of this study, support is more

indicative of supervision of competent trainees, i.e., Stage 3 and possibly 4 of Stoltenberg's model. Hence, many aspects of Stoltenberg's model are important to both trainees' and supervisors' perceptions of supervision, but not entirely as hypothesized by Stoltenberg.

The results of this study have some important limitations. Probably the most notable limitation pertains to the poor internal validity of ex post facto designs (see Kerlinger, 1973). For example, the type and quality of supervision (past or present) was not controlled, neither were other potentially important variables such as cognitive complexity (Blocher, 1983).

Although the sample size satisfied the bare minimal requirements for a stable MDS solution (see Davison, 1983), the estimates from the bipolar attribute scales and the 14 importance scales should be viewed as tentative. A larger sample size (e.g., $\underline{N}$ = 40) would allow, for example, an examination of the trainees' perceptions of supervision by their year in the program (i.e., individual or three-way MDS solutions) and generating separate bipolar scales with dimension correlations matrices for each group (see Kruskal & Wish, 1978). This would help determine if the groups differ in their interpretation and use of the stimulus configuration.

The number and type of dimensions obtained were constrained somewhat by the stimuli used in this study. The nine supervisor

roles drawn from Bernard's (1979) model may not represent the full range of supervisor roles (e.g., see Littrell et al., 1979). Thus, other dimensions might emerge from the use of different stimuli derived from other models of supervision. The stimuli and the bipolar attributes upon which the stimuli were rated also limit the interpretation of the dimensions. Given that Dimension 1 did not correlate significantly with any of the bipolar attribute scales, other stimulus attributes may exist that correlate highly with the dimensions, thus providing a more objective interpretation.

Finally, the results found may not generalize beyond the particular sample of trainees used in this study (see Worthington, 1984). Both the supervisors from Ellis and Dell (in press) and the counselor trainees from this study were from the same academic program. Hence, the stimulus configuration and the interpretations of the dimensions could be biased by the idiosyncracies of the particular doctoral program.

Even with these limitations this study has merit as a continuing endeavor to ascertain the salient dimensions of supervision. None of the current models of supervision explicitly attend to all three dimensions uncovered in Ellis and Dell (in press) and replicated here. Thus, the empirical results affirm Heppner and Roehlke's (1984) assertion that the current models of supervision are conceptually narrow in scope. The

models do not provide comprehensive explanations of supervision of counselor trainees. Endeavoring to build an empirical data base would facilitate modifying models of supervision to more accurately depict the process and efficacy of counseling supervision.

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Table 1

Nine Supervisor Roles: Stimuli and Definitions

Stimulus	Definition
Teacher-process	Demonstrates or describes specific interpersonal, treatment, or intervention techniques and skills.
Counselor-process	Helps trainees determine what hinders or facilitates their executing interventions with a specific client; focuses on reducing inhibitions, encouraging experimentation within counseling sessions, or both.
Consultant-process	Works with trainee to explore different uses of an intervention and jointly practice them; focuses on mutual learning of interventions and skills.
Teacher-conceptualization	Demonstrates or describes one or more ways to classify, organize, and understand client's behavior, thoughts, and problems.

(Table continues)

Stimulus	Definition
Counselor-conceptualization	Helps trainees understand how their stereotypes, conceptualizations, and unresolved issues affect the counseling session and provides alternative perspectives.
Consultant-conceptualization	Works with trainee to explore mutually issues and implications of theories, models, and alternative conceptualizations to counseling.
Teacher-personalization	Demonstrates or describes the potential importance of trainee's affect and ways of recognizing and using one's own affect during counseling.
Counselor-personalization	Helps trainee work through personal issues or feelings associated with counseling sessions.
Consultant-personalization	Works with trainee to explore mutually personal concerns relevant to counseling.

Table 2

Individual Weights on the Three Dimension and Correlation of Original Data with the Stimulus Configuration for the 15 Participants

	Dimension			
Participant	1	2	3	$r_{y\hat{y}}$
1	.247	.090	.538	.61
2	.635	.270	.398	.81
3	.183	.452	.579	.77
4	.314	.357	.637	.81
5	.087	.384	.717	.82
6	.184	.397	.595	.75
7	.473	.145	.631	.82
8	.247	.459	.309	.62
9	.449	.162	.502	.71
10	.230	.518	.515	.78
11	.389	.459	.510	.80
12	.232	.310	.594	.72
13	.356	.317	.645	.82
14	.313	.361	.630	.80
15	.280	.427	.596	.80

Table 3

Means and Standard Deviations for the Ten Bipolar Attribute Scales for the Nine Supervisor Role Stimuli

Stimuli	Extremely Cognitive		Extremely Emotional		Extremely Behavioral		Extremely Supportive		Extremely Evaluative		Extremely Confrontive		Extremely Critical to Supervision		Extremely Competent Trainee		Supervisor Structures		Supervisor Has Power/ Authority	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Teacher-process	6.87	1.69	2.80	1.27	6.87	1.81	5.00	1.51	6.21	1.81	5.13	1.77	6.60	2.32	2.53	1.89	8.00	1.13	8.07	1.22
Counselor-process	4.47	1.51	5.80	1.61	5.49	1.51	6.87	1.77	5.15	1.95	6.47	1.30	6.67	2.29	4.47	2.07	6.47	1.25	6.73	1.34
Consultant-process	5.80	1.37	4.47	1.55	6.40	1.84	6.13	1.69	4.14	1.79	4.67	1.23	5.87	2.30	5.47	2.36	5.00	1.65	5.67	1.23
Teacher-conceptualization	7.73	1.71	2.47	1.25	5.67	1.81	4.53	1.73	6.43	1.91	5.13	1.60	6.40	2.03	2.53	1.23	7.67	1.35	7.67	1.40
Counselor-conceptualization	6.27	1.75	5.33	1.23	3.53	0.83	6.14	1.36	5.21	2.05	6.67	1.35	6.53	2.30	4.53	1.51	6.00	1.41	6.60	1.45
Consultant-conceptualization	7.40	0.83	3.93	1.28	4.00	1.13	5.67	1.05	3.86	2.03	4.53	1.36	5.20	2.27	5.27	2.37	4.60	1.77	5.33	1.11
Teacher-personalization	5.67	1.60	6.07	1.71	4.60	1.92	6.33	1.63	5.64	1.74	6.27	1.62	6.53	2.50	4.27	2.31	7.53	1.18	7.07	1.71
Counselor-personalization	3.53	1.89	8.20	0.94	2.73	2.09	7.87	1.06	3.43	1.70	6.73	2.05	6.27	2.63	6.60	1.99	5.00	2.14	6.00	2.00
Consultant-personalization	4.07	1.87	7.53	1.06	2.53	1.69	7.67	1.18	2.93	1.54	5.60	2.20	5.67	2.47	7.27	1.58	3.80	1.61	4.80	1.70

Note: The scales used 9-point bipolar ratings where 9 indicated the positive pole, that is, the descriptor at the head of each column.

Table 4

Correlations of Bipolar Attribute Scales with the Three Dimensions

	Dimension		
Positive Pole of Scales	1	2	3
Extremely cognitive	.59	.16	.87**
Extremely emotional	-.39	-.13	.96***
Extremely behavioral	-.09	-.03	-.82**
Extremely supportive	-.43	-.01	-.96***
Extremely evaluative	-.06	-.61	-.78**
Extremely confrontive	-.57	-.74*	.63
Extremely critical to effective supervision	-.55	-.91***	-.17
Extremely competent (versus neophyte) trainee	-.01	.44	.87**
Supervisor (versus trainee) structures supervision	-.22	-.71*	-.69+
Supervisor (versus trainee) has power/authority	-.25	-.71*	-.67+

Note: + $p < .05$

* $p < .03$

** $p < .01$

*** $p < .001$

Table 5

Means and Standard Deviations for 14 Dimensions Rated on Degree of Importance When Making Dissimilarity Judgments

	M	SD
Cognitive vs. emotional	6.67	2.44
Cognitive vs. behavioral	3.07	2.22
Emotional vs. behavioral	5.53	2.36
Teacher vs. consultant	5.93	1.39
Teacher vs. counselor	7.40	1.84
Consultant vs. counselor	7.07	1.53
Confrontive vs. non-confrontive	4.53	2.75
Evaluative vs. non-evaluative	5.00	2.56
Challenging vs. supportive	5.73	2.37
Process vs. conceptualization	6.53	1.64
Process vs. personalization	6.20	2.15
Conceptualization vs. personalization	6.80	1.94
Trainee vs. supervisor has power/authority	4.87	2.88
Trainee vs. supervisor structures supervision	4.87	2.97

Note: Ratings used a 9-point bipolar scale such that 1 indicated the dimension was Not At All Important To Me in making dissimilarity judgments, and 9 indicated Very Important To Me.

Figure Caption

Figure 1: Stimulus configuration from INDSCAL analysis, a metric individual differences MDS program (Carroll & Chang, 1970), for nine supervisor roles: Dimension 1 (x axis) versus 2 (y axis).

Figure Caption

Figure 2: Stimulus configuration from INDSCAL analysis, a metric individual differences MDS program (Carroll & Chang, 1970), for nine supervisor roles: Dimension 1 (x axis) versus 3 (y axis).

Figure Caption

Figure 3: Stimulus configuration from INDSCAL analysis, a metric individual differences MDS program (Carroll & Chang, 1970), for nine supervisor roles: Dimension 2 (x axis) versus 3 (y axis).

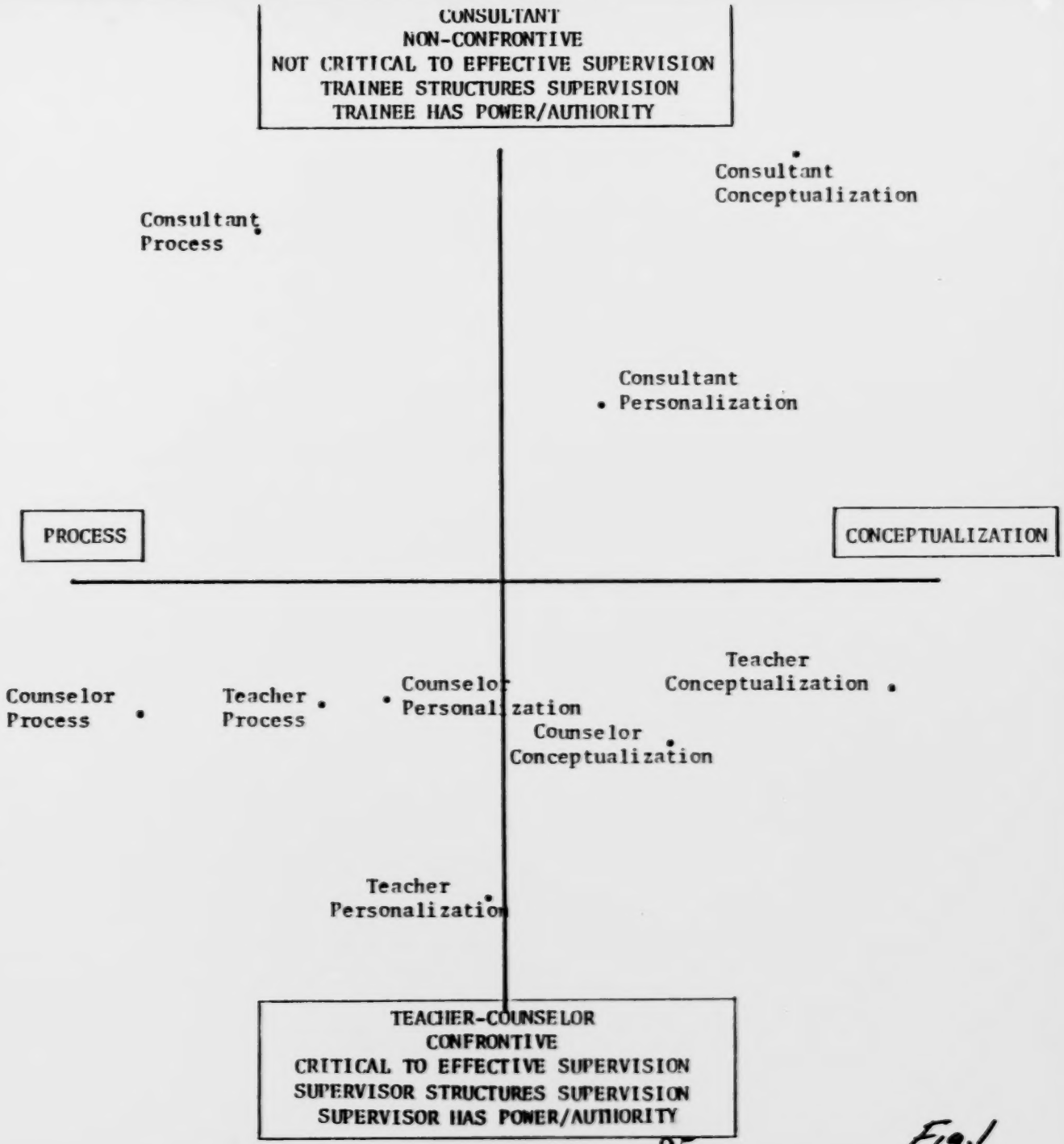

CONSULTANT
NON-CONFRONTIVE
NOT CRITICAL TO EFFECTIVE SUPERVISION
TRAINEE STRUCTURES SUPERVISION
TRAINEE HAS POWER/AUTHORITY
Consultant Conceptualization
Consultant Process
Consultant Personalization
PROCESS
CONCEPTUALIZATION
Teacher Conceptualization
Counselor Process
Teacher Process
Counselor Personalization
Counselor Conceptualization
Teacher Personalization
TEACHER-COUNSELOR
CONFRONTIVE
CRITICAL TO EFFECTIVE SUPERVISION
SUPERVISOR STRUCTURES SUPERVISION
SUPERVISOR HAS POWER/AUTHORITY

Fig. 1

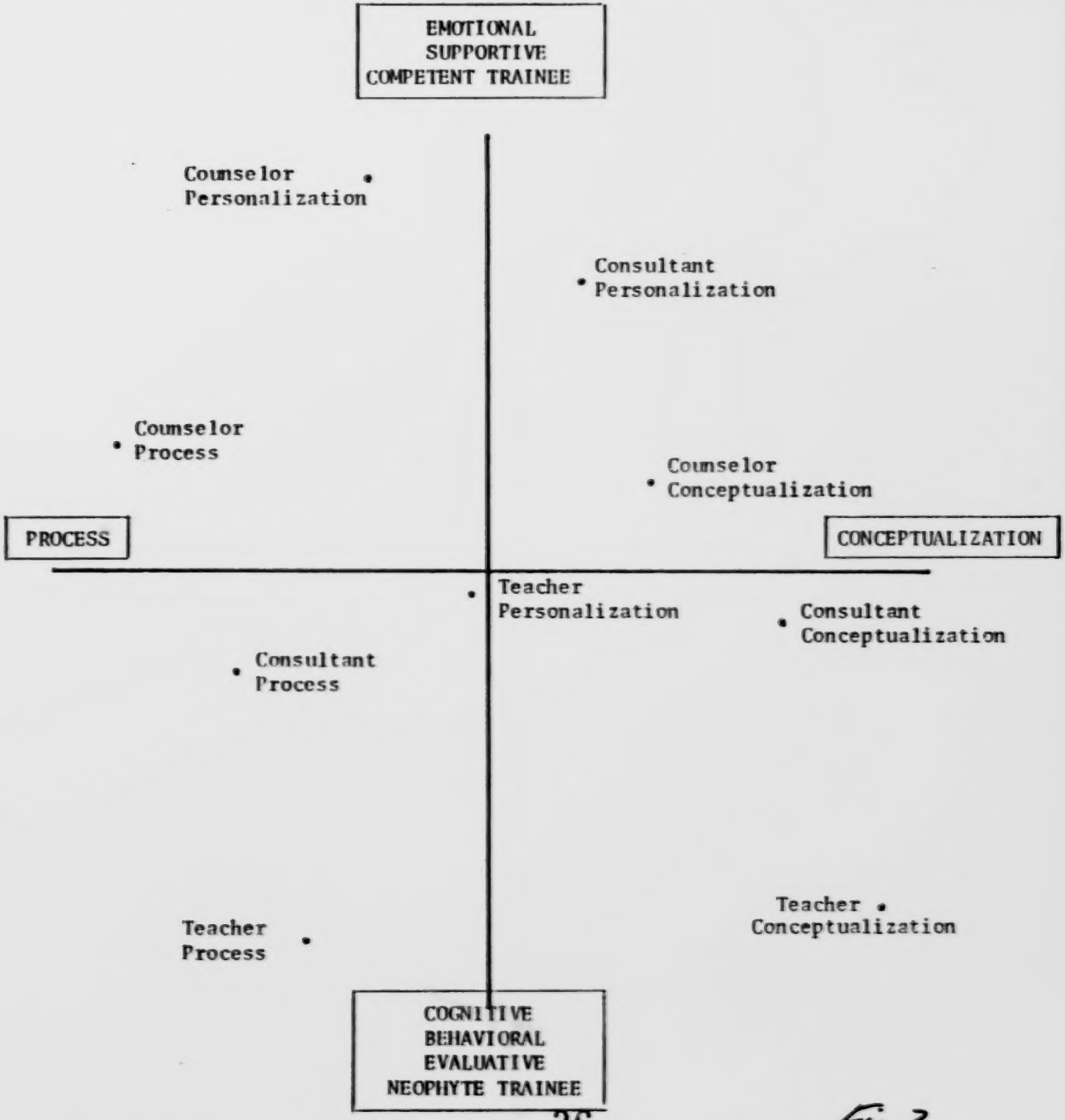
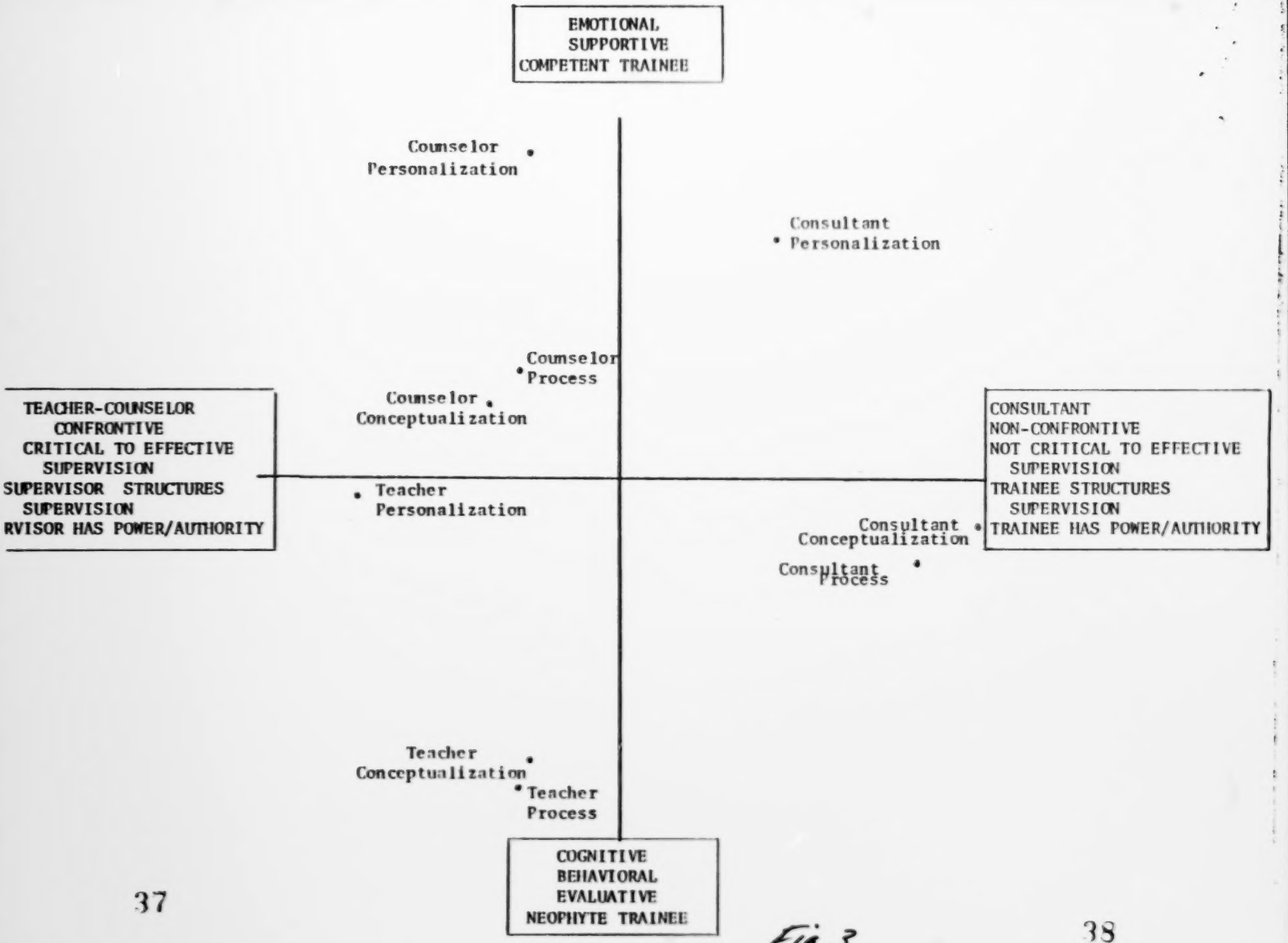

EMOTIONAL
SUPPORTIVE
COMPETENT TRAINEE
Counselor
Personalization
Consultant
Personalization
Counselor
Process
Counselor
Conceptualization
PROCESS
CONCEPTUALIZATION
Teacher
Personalization
Consultant
Conceptualization
Consultant
Process
Teacher
Conceptualization
Teacher
Process
COGNITIVE
BEHAVIORAL
EVALUATIVE
NEOPHYTE TRAINEE

Fig. 2


EMOTIONAL
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Counselor
Conceptualization
TEACHER-COUNSELOR
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SUPERVISION
TRAINEE HAS POWER/AUTHORITY
Teacher
Personalization
Consultant
Conceptualization
Consultant
Process
Teacher
Conceptualization
Teacher
Process
COGNITIVE
BEHAVIORAL
EVALUATIVE
NEOPHYTE TRAINEE

Fig. 3